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ABSTRACT

The Oregon State University--Corvallis School District Junior High Teacher Education Project provides a sequence of personalized educational experiences for teacher trainees prior to student teaching. The sequence consists of four training states or levels designed to prepare the trainees for the next step of experience. Three levels, each a quarter-long experience, include tutorial, student assistant, and teacher associate. The fourth level is a year long post-student-teacher-resident experience. Approximately 65 students are enrolled at the various levels of the project. Evaluation of the project is in terms of questionnaires, journals, and progress reports to the Educational Coordinating Council of the Oregon Board of Education. (This report describes the project overview and profile, program development, impact and evaluation, and future projections of the project. Appendixes of related program material are included.) (Author/MJM)

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THE DEVELOPMENT AND IMPLEMENTATION OF A NEW MODEL FOR THE PREPARATION OF TEACHERS FOR JUNIOR HIGH SCHOOL YOUTH: PROJECT #2-75 OF THE EDUCATIONAL COORDINATING COUNCIL OF THE STATE OF OREGON

A Report Prepared for the

Distinguished Achievement Awards Program

American Association of Colleges for Teacher Education

November 26, 1971

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Prepared by

Dr. Carvel W. Wood, Project Director

THE DEVELOPMENT AND IMPLEMENTATION OF A NEW MODEL
FOR THE PREPARATION OF TEACHERS FOR JUNIOR HIGH SCHOOL YOUTH

Summary Statement

The purpose of this project is to develop a model for the imporvement of instruction in the schools and the university and to create a climate conducive to change for students, teachers in training, teachers now in service, administrators and parents. It is a cooperative endeavor between the School of Education of Oregon State University and the Corvallis School District which is designed to further promote the development of a field centered teacher education program and the eventual development of an education complex. The project is based at Western View Junior High School. It provides for a sequence of experiences including four training phases for prospective junior high teachers: tutor, teacher assistant, teacher associate (student teaching) and intern teacher. A pattern of increased responsibility for tasks in each of the phases allows the teacher candidate to gradually gain confidence in himself, while systematically inquiring into the nature of the tasks which the job requires.

All teacher candidates are full time students at OSU. Each of the four training phases prepares the candidate for the next level of experience. Entry into the program is at the level of tutor. Successful tutors who elect and are selected become teacher assistants, then teacher associates, followed by the possibility of a full year of internship. All candidates are interviewed and evaluated by the OSU project staff to determine their level of competency before progressing to the next level of experience.

The project is developmental in its conception and implementation and is being shaped by those who are participating as well as directing it. The goals which were developed to guide the project are:

1. To select and train teachers for junior high school youth.
2. To provide teacher trainees with a sequence of planned experiences where they perform specific tasks under expert supervision, in the actual work setting.
3. To provide the support and the laboratory setting in which trainees can behaviorally demonstrate their competencies.
4. To improve instruction by individualizing and personalizing education.
5. To create a climate conducive to change for students, teacher trainees, teachers, teacher educators, administrators, and parents.

The program objectives are:

1. To define the professional education curriculum for a selected group of teacher trainees in behavioral terms. This definition will include skills and competencies and will be based on foundational knowledge from the disciplines.
2. To provide individualized opportunities for teacher trainees to master skills and competencies on an individualized and personalized basis.
3. To provice the support and the laboratory setting in which trainees can demonstrate competencies behaviorally.
4. To provide opportunities for students, trainees, teachers and teacher educators to develop ways and experiences to accomplish specified outcomes.
5. To improve the quality of instruction given to students and trainees by personalizing and individualising educational experiences and preparing teachers for adolescent youth who have more experience to take their first position.
6. To provide a climate of cooperation and joint responsibility for the improvement of instruction in schools and the preparation of teachers.

Project personnel are now involved in the development of <u>performance objectives</u> and the identification of teaching competencies appropriate for each phase of experience.

THE DEVELOPMENT AND IMPLEMENTATION OF A NEW MODEL FOR THE PREPARATION OF TEACHERS FOR JUNIOR HIGH SCHOOL YOUTH: PROJECT #2-75 OF THE EDUCATIONAL COORDINATING COUNCIL OF THE STATE OF OREGON

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OVERVIEW OF THE PROJECT

The OSU - Corvallis School District Junior High Teacher Education Project, a cooperative venture between Oregon State University and the Corvallis Public Schools, provides a sequence of personalized educational experiences for teacher trainees prior to student teaching. The sequence consists of four training states or levels designed to prepare the trainee for the next step of experience. Student entrance into the program is at the tutotial level, the first of three quarter-long experiences. Successful tutors who elect and are selected will become student assistants (second level) and then teacher associates (third level). The possibility then exists of a year-long post-student-teacher (intern) resident experience (the fourth level) dependant upon vacancies available at the school. Each term, there are approximately sixty-five students enrolled at the various levels of the project. Evaluation of the project is in terms of questionnaires, journals and progress reports to the Educational Coordinating Council of the Oregon Board of Education who, with the Corvallis School District, have funded the project for a two-year period. The Educational Coordinating Council has allocated $15,260 to buy the services of two one-half time OSU Staff members. They are the field director and clinical professor for the project. The Corvallis School District has paid each teacher assistant a very nominal amount amounting to approximately One hundred-fifty dollars per teacher assistant per quarter. No other funding has been requested.

PROJECT PROFILE

Context Within Which the Project Rests

Dr. Carvel Wood conceived the project which was jointly funded by the Educational Coordinating Council of the Oregon Board of Education and the Corvallis School District. The project is conceived to be a developmental project with emphasis placed heavily upon the people and the processes involved in order to bring about a new general model for teacher education at OSU.

The objectives of the OSU-Corvallis School District Junior High Teacher Education Project at Western View Junior High School center upon the following goals:

1. To select and train teachers for junior high youth.
2. To provide teacher trainees with a sequence of planned experiences when they perform specific tasks under expert supervision, in an actual on-site work setting.
3. To provide the support and the laboratory setting in which trainees can behaviorally demonstrate their skills, performance, and/or competencies.
4. To improve instruction by individualizing and personalizing education.
5. To create a climate conducive to change for students, teacher trainees, teachers, teacher educators, administrators and parents.

Staff Identification and Responsibilities

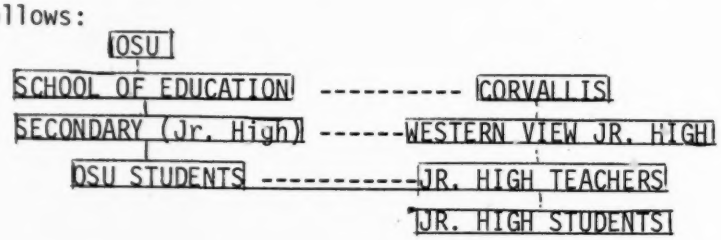
The School of Education at Oregon State University provides for the overall planning and administration of the project under the direction and

supervision of Dr. Carvel Wood, Associate Professor of Education, (no FTE alloted) with the direct assistance of Mr. George Coon (.5 FTE) and Mr. Herb Watson (.5 FTE), doctoral candidates in education.

Supervision of the project is functional through the efforts of four OSU personnel. One staff member represents the elementary education division and another staff member represents the secondary education division. George Coon, a doctoral candidate, is the field project director working directly with the public school teachers involved in the project. He is the former principal of Western View Junior High School and is currently on sabbatical leave. Another doctoral candidate in secondary education is the clinical professor working directly with OSU students in the classrooms helping them individualize programs and providing supervisory assistance. The two doctoral candidates plan, coordinate and implement in-service programs for public school classroom teachers.

The contributions of the Corvallis Public School District to the Western View Junior High School Project involve the provision of junior high school students, cooperating junior high school teachers, physical classroom space, equipment and facilities, and assistance in the functional on-going planning and operation of the daily processes of the project. Classroom teachers do not receive released time to work on the project.

The administrative structure of this project is a part of the School of Education at Oregon State University. The conceptual design is similar to that which follows:



Student Identification and Responsibilities

An average of sixty-five OSU students are enrolled in this project each quarter, approximately one third of whom are men. These students must participate at the first level (tutors) a minimum of four hours each week within the junior high school classroom in some phase of educational endeavor. This involves observation, individualized one-to-one instruction, resource assistance for the regular classroom teacher, or other similar functions. Most students do, however, average six hours at the tutorial level. At the second level (teacher assistant) the students, usually sophomores or juniors, participate twenty hours per week for one college quarter in the junior high school laboratory. They are paid a stipend of $15 per week for this service. The third level (teacher associate) usually involves any senior who has progressed through the two previous training experiences and is qualified to student-teach. These students participate five days per week in the junior high school classroom. Because of the experience afforded by this program no warm-up period is usally required for student teaching, and students are capable of commencing teaching activities in the classroom immediately. The fourth level (intern) involves a post-student teacher or graduate student who is seeking an additional quarter of resident experience. These students hold a paid teaching position in the public junior high at .67 FTE. This position, however, is dependent upon existing vacancies within the cooperating school district and selected junior high schools.

Students receive college credits for the junior high school laboratory experience. However, they do not register for junior high school practicum, per se, but rather utilize various course offerings in education for multiple

entry into the junior high school project. Typical and potential courses which appear most applicable and which may be used to accomplish registration are as follows:*

Ed 111	Contemporary Education
Ed 211	Contemporary Education
Ed 310	School in American Life
Ed 312	Psychology of Education
Ed 350	Methods in Reading
Ed 401	Research
Ed 405	Reading and Conference
Ed 407	Seminar: Jr. High School Guidance
Ed 408	Special Secondary Methods
Ed 416	Secondary Student Teaching
Ed 430	The Junior High School
Ed 431	Junior High Curriculum
	Electives in Teaching Norm

Students in all subject matter fields at OSU are considered for enrollment and selection in the project. Many of the students are from the fields of music, science, social studies, industrial arts, language, art, and physical education. A requirement of the project provides that students selected must actively participate at least one quarter in the field experience in the junior high school.

Students are selected for participation in the project through a recruitment campaign carried on within the various education classes, the college newspaper, various printed materials and publications furnished by the secondary division of the School of Education, and individual discussions. Student applicants are interviewed by the field project director and the clinical professor who assess their potential ability in making the final selections.

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* This is a partial listing only. All courses carry three quarter hours of credit

Major Activities Within the Project

As previously stated, the sequence of the project consists of four training stages:

Tutor: The tutor works on a one-to-one basis both in and out of the classroom with those students who need additional help for successful movement through their classwork. The focus of this position is to familiarize the tutor with the needs of individual students and methods by which these needs can be met. While the tutor is working in the classroom he also gains a familiarity with the various students, the basic functionings of the classroom, and with the materials used for instruction.

Teacher Assistant: When the OSU student can deal satisfactorily with individual students, he begins working with small groups. With supervision from his cooperating teacher, he prepares units and then teaches them to his groups. Also the teacher associates often lead group discussions on pertinent topics to build his confidence in working in a group situation.

Teacher Associate: The work done at this level is comparable to the tole of the student teacher in most undergraduate programs. However, because of the skills gained at the preceding levels, the teacher associate rarely needs the observation period usually involved in student teaching. He is usually immediately capable of dealing with the class as a whole. After completion of this phase, the OSU student is eligible for graduation from the teacher training program.

Intern: The intern is a post-graduate teacher/student role in which the graduate of the project works in his own classroom at .67 FTE. During this year, he receives on-site supervision from his OSU instructors in connection with various seminars. At the present time, the intern receives no academic credits for his student role. This stage, however, is the foundation for the development of a three-year in-service training program which will be explained in a little more depth later in this project profile.

Considerable difficulty has been encountered in the implementation of this stage. The positions and the individuals to fill them have been selected, but the money to pay these people was voted down twice in the tax levy. The Corvallis School District is working with OSU in hopes of finding a way to provide the necessary funds, but at present, none have been found.

Movement through the program is fluid, and although time periods are alotted for each stage, the OSU student's position may evolve into the next level prior to the time he is officially at that level. For example, it is not unusual for a teacher assistant to be teaching whole classes and essentially filling the role of the teacher associate.

The roles and specific tasks at each level have been, in essence, only loosely outlined in the past. Now that the people involved in the program are familiar with its procedures, the competencies expected at each level and the tasks that would most likely aid in their development are in the process of being described. The fluidity of movement within the program will continue,

but more in terms of definite competencies than was done previously.

Current Operational Problems and Issues

The administration problems currently existing within the program involves the traditional non-block OSU class scheduling and also the individually scheduled classes of the corvallis schools. This scheduling problem has, however, been somewhat overcome by being able to block out specific hours of the day for students involved and having them register as early in the day of registration as possible to insure them a place within the class. In addition, Corvallis schools have also begun to set aside block time for student involvement.

Coordination between the Corvallis schools and OSU has been facilitated because the field project director, formerly principal at Western View Junior High, has the encouragement of the Corvallis School District Superintendent. This tends to make access to the junior high school and the cooperation of the teachers much easier.

The major problem associated with the project has been and continues to be "people" problems. Fears of change, possible replacement of the individual as a teacher, and the syndrome of "invasion" of a teacher's classroom by outside interests have been perceived as the basic problems.

In an effort to alleviate teachers' fears, increased emphasis will be placed upon in-service programs for teachers in order to explain, outline and explore in depth the total scope of the student-teacher project. Implementation of this plan for school year 1971-72 will be facilitated by the experience gained in the operation of the program and because more time is available for planning with teachers and OSU staff.

One problem that could drastically effect the intern phase of the program is the crisis in Corvallis School funding. The tax levy was recently voted down for the second time by the taxpayers. Part of the levy funds were intended for the payment of the interns. The Corvallis School District and OSU are working together in hopes of funding the intern phase, but, so far, there have been no solutions found.

PROGRAM DEVELOPMENT

Fall Term 1970

Potential junior high school teachers were recruited and interviewed by the project staff. An attempt was made to recruit from all areas of secondary teacher preparation. Thirty-one tutors were selected, placed, and guided to successful completion of the first phase of the program.

Tutors made a contribution of 1800 hours during the quarter. This time was devoted to direct contact with the students, tutoring and assisting them in a wide variety of settings with school and learning related problems. Tutors averaged six class periods of contact time each week. No one devoted less than four periods to this experience.

Most tutors became actively involved in some aspect of the teaching and learning process immediately upon entry to the program. Some were unable to do so partly because teachers did not know how to utilize their services and in part becuase tutors lacked the confidence and "people skills" which would permit them to enter into the school life of the teacher and students. Consultation with seminar leaders and teachers did partially resolve this problem and tutors were increasingly encouraged to enter actively into the teaching-learning process.

Tutors generally reported that they were very excited about the opportunity to immediately become involved in some kind of teaching activity. This doesn't normally happen in typical teacher training programs until student teaching. Furthermore, the fact that the students were having earlier experience could give more meaning to their subsequent experience in courses since experience hopefully causes one to have more relevant questions to ask

than if one is simply sitting and abstractly discussing the significance of an area like human growth and development. Appendix C in Personnel shows a list of trainees, schedules and assignments to trainers.

Tutor Seminar:

The tutor seminar was considered to be the heart of the program. There were two seminar groups in duration during the first quarter. Each tutor selected a seminar group upon entry into the program and worked with two seminar leaders from the project staff for the balance of the quarter.

The seminar groups met weekly and were (1) open-ended discussions of problems and questions (2) exercises in interpersonal communication and group processes, and (3) a beginning exploration in the strategy of inquiry.

The seminar served many important function. It was the place where the students' educational experience became personal and humanistic through interaction with project staff and OSU faculty members who were easily approachable and committed to them and, through interaction, with ten to fifteen other faculty cohorts who shared their joys, fears, successes, and failures.

The seminar was also the place where the students discovered the personal meaning of the didactic and experiential aspects of the program and began to realize the meaning of their entire educational experience. It was the place where they began to see themselves more clearly as teacher and person, where they received personal counseling and guidance and where they planned for the future. In the seminar, the student was engaged in a dynamic personal relationship with other human beings and, if he or she remained open to new experiences, their humanness expanded and matured.

Another function of the seminar was the maintenance of individual records on each student. These are progress records which include the evaluations that have been made of and by tutors. Diaries were maintained by some tutors. These records presented a continual picture of the staff's evaluation of the student, the student's growth, and his or her reaction to the experience.

Thirty-one tutors completed the first phase of the project. Eleven of this group elected and were selected to continue into the second phase as teacher assistants. This required a time commitment of three hours each day to the teaching learning activities at the school as well as a two hour weekly seminar. These assistants were paid for fifteen hours of service each week by the Corvallis School District.

Three tutors in the original group decided to remain at the tutorial level because of scheduling problems and a desire to get more experience at that level. Two decided to explore elementary education. Four became student teachers in other schools because of previous commitments. The others decided to discontinue the program because of scheduling conflicts, lack of faith in program objectives and one transfered to another university.

Each tutor was encouraged to make written comments, evaluating and criticizing their experience and the project. All such comments are included in Appendix A.

Cooperating Junior High Teachers:

Eleven cooperating teachers were selected by the principal to participate in the project. These teachers, their principal, and the project staff comprise the teacher training corp. The training teachers represent the following instructional areas: art, English, home economics, math, music, reading, science,

and social studies. This made it possible for tutors to gain experience in eight academic areas and more than sixty classes at all levels in the junior high school.

An in-service teacher education program was arranged through the cooperation of the Corvallis School District, Oregon State University and the Division of Continuing Education of the Oregon Board of Higher Education. Permission was obtained from the Dean of the School of Education and the Dean of the Graduate School to offer the following courses for the benefit of the teacher training corp through the Division of Continuing Education: (1) Fall quarter, Ed 571x - Interaction Analysis; (2) Winter Quarter, Ed 572x - Clinical Supervision; and (3) Spring Quarter, Ed 573x - Instructional Strategies. Each course was taken for three hours of graduate credit. The courses were taught by OSU staff assigned to the project. The Corvallis School District agreed to pay the six dollar per student registration fee for the teacher training corp participants for fall term.

Inservice courses were taught in the context of an open seminar where questions and discussions were encouraged. These seminars were held weekly and served many functions in addition to the presentations and discussions related to the course being offered. There was considerable emphasis on interaction and the sharing of personal-professional experience. A major emphasis was on the development of a trust relationship between representatives of the involved institutions and among participants. This was slow in developing and considerable effort was necessary to maintain the level of confidence which seemed to exist at any one time.

The seminar was also a place where participants began to see themselves more clearly as teacher and person. It provided a dynamic personal relationship with others engaged in the same endeavor. Considerable attention was given during the following winter quarter to development of teacher competencies for junior high schools. More specifically, the training corp attempted to develop behavioral competencies for tutors and teacher assistants. Since this project is developmental in nature, it was essential that these develop out of the growth and experience of personnel in the training project. Participating teachers made written comments and evaluations. All comments appear in Appendix B. A list of cooperating teachers appears in Appendix F.

Summary Comments for Fall Term 1970:

1. The development and implementation of this cooperative teacher preparation program had almost immediate positive impact upon OSU students who participated.
2. The demand by OSU students to enter the project exceeded the projects' capacity to accommodate them. Forty-five tutors were accepted for winter term 1971.
3. The project had positive impact upon Western View students who benefited from the 1800 hours of help provided by tutors.
4. The development of a positive group feeling of trust and support was apparent among members of the teacher training corp.
5. Participating teachers began to develop confidence in tutors and their ability to extend educational service to students.

6. Tutors had an opportunity to make some personal decisions regarding their feelings about education as a profession, junior high school youth, and the junior high school as an educational setting where they might choose to teach.
7. The project made it possible for university staff to individualize and personalize undergraduate teacher education.
8. The heavy emphasis on practice in a laboratory setting will need to be balanced with an equal emphasis on theory and knowledge.
9. Learning was made personal and relevant for Western View students and OSU teacher candidates.
10. We learned to adjust programs to meet individual needs.
11. There was a close relationship between theory and practice.
12. The creation of a climate for change within teacher education at the university and within the school is very difficult and time consuiming. These programs and institutions change slowly and only with great effort.
13. The development of a program combining theory and practice whereby a potential teacher grows and develops through participation in a sequence of planned experiences is an exceedingly difficult task. The conventional pattern of teacher preparation through coursework and finally student teaching is simple by comparison.

Winter Term 1971

Tutors:

Potential junior high school teachers were recruited and interviewed by the project staff. Student interest in the project was greater than the

capacity of the staff to accommodate them. Nonetheless, forty-five tutors were selected. They made a contribution of 1813 hours of help and service to the school. Tutors averagedfour to six hours of contact time each week. They entered the project through registration in six different classes. Their field experience, reading and seminar efforts earned them grades and credits in these classes. The greatest number of tutors entered the project through registration in Education 310 - The School in American Life, Education 312 - Educational Psychology, Education 430 - The Junior High School, and Education 431 - Junior High School Curriculum.

A list of student personnel for winter term 1971 showing their schedules, assignments, and teacher trainers appears in Appendix D.

Teacher Assistants:

Ten teaching assistants were selected from the initial group of tutors. Thus, the second phase of the project was begun. These trainees became part-time employees of the Corvallis Public School District. They were paid approximately a dollar an hour for their services. This very nominal sum was intended to degray their cost of transportation to the school as well as meals taken while there. They contributed a total of 1185 hours of service and help to the pupils, teachers and school. Additionally, they received university credit in the classes from which they entered for their participation, reading and seminar effort. Each of them was required to devote approximately one-half day each day to supporting the instructional program. Appendix D lists these students and shows their assignment.

Tutor and Teacher Assistant Reactions:

The following excerpts are illustrative of student reactions to their experience and provide an informal and affective account of some aspects of the project as it completed its second quarter and second level of teacher development.

1. "Some of the tutors still hold to the concept that teaching is mostly telling. Being a tutor can be very rewarding at times - especially when a person's understanding what I am trying to tell him."

2. Some tutors are seeing some practices which they do not like and are searching for ways to keep falling into some of the same pit-falls.

3. "In classes where there are assistant teachers and tutors, the substitute teacher (when the teacher is absent) seems to be superfluous."

4. "Lecturing to junior high school students as a teaching method is futile. While the teacher lectures, the students look bored and seem to be not listening. When I got up behind the podium, I could feel some just shutting me out and not caring."

5. "There was a lack of communication between the teachers and the tutors. Sure you can talk to the teachers in the school but it is their school, and their classroom. We needed a common, neutral ground where we could relax and hash some of the problems out."

6. " . . . It doesn't do any good to bring new ideas into the school if nothing is changed. The teachers stuck to the same old things, tried to fit us in where they could. Is that the purpose of the tutors and aids; to fit in wherever it is possible to squeeze us into the present set-up? That wasn't my impression from the "pep" talks given us. We were to be part of a new program, new things were to happen, better ways of working with the

students were to evolve. What happened? Sure, some changes were made. But were they enough? Why can't a teacher radically change his classroom to make the tutors and aids an integral part of it?" (good question)

7. "I'm ready to go out and work some more. The experience was extremely valuable to me. It has helped clarify ideas I have had about teaching, let me see some good and bad teaching. I've found out that it is possible to work with students. I can share my knowledge with them."

8. "Today I started working with two student on a special project to present to the class. Both boys don't seem to be too interested in school. I had gotten to know them before I started this project with them. We are going to build a model on glaciers."

9. "The biology class was conducting an experiment using pipettes and agar. I can see myself in them - they are overly cautious and afraid of making a mistake."

10. "The physics class was really working for a change today. There has been a tendency towards small groups instead of entirely individually. More seems to be accomplished and lab partners, at the beginning might not have been a bad idea."

11. "About independent study - One problem is that they (the junior high students) didn't realize how many different fields of science there are and some of the kids wouldn't understand when Mr. _____ would talk about Anthropology, for example, as a subject to work on. Maybe an introduction to the fields of science would have helped."

12. "I had my first problem today. I didn't know how to run one of the tools and I wasn't about to fake it. So I had one of the guys show me.

I may have lost a little respect, but I doubt it."

13. "I was a little more at ease today. I found myself really getting involved. . . . That afternoon Mr. _____ took me through the wood and metal shops. We talked a little more about junior high teaching. The more I experience, the more I wonder if I do want to teach high school. Junior high isn't that bad! Another thing happened today that was encouraging . . . . I am developing a pretty good relationship with a kid named _____."

14. "I decided to miss my afternoon classes and go out to school . . . . _(student)_ and I had a good day. We finished up one of the tool boards we were working on. I found out some things about him that helped me understand why he behaves the way he does."

15. "I got my first experience as to how mobile friendships are at this age. The three kids in sixth period that I talked about earlier had a fight and only two of them are friends anymore. Another guy is chumming around with them now and the third guy is alone."

16. "This afternoon I stayed for a basketball game. It was very interesting to see how many people showed up for the game . . . . I was disappointed that more teachers weren't there though."

17. "I showed up early today and visited an art class. I was very impressed with the projects. . . . By and large very few of the projects were average or lower."

18. "When the class was working on some work sheets I noticed that several of the kids couldn't sit still long and wouldn't listen to the teacher . . . . Many of the kids were afraid that the quiz would be a vital determiner of their grade. It is really pathetic that this grade

consciousness goes down to this level."

19. "Suggested improvements: 1. Block time so that one tutor can be with one class most of the week (at least 3 days a week). 2. Provide more experiences in seminar - field trips - reading relevant books - speakers on such subjects as curriculum, school law, etc."

20. "After sixteen years of rather tightly structured education, I found the unstructured approach . . . somewhat uncomfortable . . . . Structure provides security; security leads all too easily to complacency and lack of creative through. It boils down to keep it unstructured."

Spring Term 1971

Tutors, Teacher Assistants, and Teacher Associates:

The project completed its thrid quarter with a complement of 49 tutors, 9 teacher assistants, and 5 teacher associates (student teachers who had progressed from tutor to teacher assistant before becoming a teacher associate). The cumlative totals for the first year by categories were 7 teacher associates, 19 teacher assistants and 125 tutors. Eleven junior high school teachers participated and they along with OSU staff assigned to the project facilitated the training of these students. Appendix E lists student personnel.

During the spring quarter, the teacher associates taught one-half a full teaching load and were assigned full time to the school. Nine teacher assistants contributed a total of 1125 hours to the school. The cumlative total of paid hours contributed to the school during winter and spring quarters was 2310.

The 49 tutors spring quarter contributed a total of 1904 hours without compensation. The total contribution of hours of help and service by 125 tutors during the academic year was 5269.

The teacher trainees made a major contribution of time and service to the students and teachers at the junior high school. The development of more efficient and effective ways of utilizing the trainees can greatly enhance their contribution to the school as well as maximize their own learning.

Placement of Tutors and Teacher Assistants:

A major problem was encountered when attempts were made to match university and public school schedules for students. The problem was eased somewhat by the application of the following procedures:

1. Each teacher identified his tutor-teacher assistant needs(for form, see appendix) prior to registration,
2. Each student filed his application identifying this available time during the first three days of classes,
3. The corresponding times were matched,
4. Assignments were given to OSU students on Thursday evening of the same week, and
5. Students were introduced to their assigned teachers on the following Monday at a general session of participating teachers, teacher assistants, and tutors.

Inservice Program for Cooperating Teachers:

A three quarter program was designed for the cooperating teachers and two administrators: The following courses were taught: (1) fall term, Interaction

Analysis; (2) Winter term, Clinical Supervision; and (3) Spring Term, Instructional Strategies. The inservice education program was implemented through Monday after school seminars. The objectives of the seminars were two fold:

1. Facilitate articulation regarding the roles of tutors, teaching assistants, and the OSU staff, and
2. to provide an inservice program that would facilitate curriculum change and exploration.

The first of these objectives was moderately successful. The second, however, did not meet the expectations of the teachers or the OSU staff. Monday afternoons simply were not an appropriate time for such meetings, and the OSU staff were not able to adequately meet the needs of the participants.

Tutor and Teaching Assistant Seminars:

Tutor and teaching assistant open-ended seminars were also held weekly as per the first two quarters. These were individually lead by the OSU staff. Overall student feedback has been positive concerning this phase of the program. The goals of the seminar were:

1. To provide an opportunity for students to explore their interpersonal relationships with each other,
2. To discuss student-teacher interpersonal relationships, and
3. To provide an opportunity to discuss and explore curricular strategies.

IMPACT AND EVALUATION

Impact Upon OSU Students and the Junior High School

The impact upon OSU students is reported to be positive as they appear to like the opportunity of getting into public schools and actually working with the students and teachers. A typical statement is, "I never really thought that I wanted to teach junior high kids, but after my classroom experiences, I find that I do." The element has been so accepted by the students that each quarter there are more applicants than can be placed in the schools.

In the involved school, there has been an impact in terms of class structure. With the aid of the teacher trainees, classes are beginning to become more individualized and one class, homemaking, is done totally on the individual basis. Teachers are now realizing some of the advantages of differentiated staffing and with the help of additional people are loosening in their concept of the self-sufficient teacher. As a result, the junior high school students are beginning to receive more instruction designed for their individual needs and for their individual levels. A sign of the acceptance of the OSU student in the classroom is the frequent request for more student help with the result that one teachers uses nine OSU students in the functioning of her classroom in the course of a week.

The observed impact upon some departments in secondary education have been encouraging. The initial group of OSU students largely came from English and social studies. There continues to be a surplus of applicants from those departments. The effort to recruit applicants from other departments continues. OSU students are now coming in more than sufficient numbers

from agriculture, art, biology, English, French, health, home economics, industrial arts, math, music, physical education, social science, Spanish, and speech. This indicates a wide acceptance and support of the program. Information meetings have been held with faculty advisors in these departments to prove the possibilities of further and more extensive participation. In summary, advisors are beginning to seek opportunities to involve themselves and their students in the project.

Enrollment in the education courses which are being most extensively utilized to support the project has increased greatly. Ed 310k, Ed 430, and Ed 431 have been identified for students who need to accomplish registration which will facilitate a block of time for a field-centered program. Registration in Ed 431 has doubled, enrollment in Ed 430 exceeded one hundred students spring term and Ed 310k continues to attract students in more than usual numbers.

In summary, the project involved 14 departments in secondary education, 11 teachers from the junior high school, 80 classes of junior high school students, 125 OSU tutors, 19 paid OSU teacher assistants, and 7 teacher associates. OSU tutors in this project devoted 5,269 hours of service to the junior high school. Paid OSU teacher assistants devoted 2,310 hours of supervised help to students and teachers and the 9 teacher associates worked full time in the school for all of spring term. The total of hours and amount of service rendered during the first year was very substantial.

Other innovative and developmental undergraduate programs in secondary and elementary education are utilizing the process and product experience of this project. For example, the OSU-Corvallis School District Crescent Valley

High School Teacher Education Project will utilize experience gained from the principal's and superintendent's observation and experience with the project. The new School of Education Foundations of Education Preprofessional Program for Sophomores will benefit from experience gained from the project. The new foundations program for eighty elementary and secondary sophomores majoring in education will provide for a unified approach through the foundational areas of history, philosophy, sociology, and psychology. Theory and practice will be integrated in realistic field and laboratory settings wherein continuous progress in personal nd professional growth through individualized and personalized instruction and evaluation will be promoted. Indentified teaching competencies will lead to the development of learning tasks for OSU student trainees which will lead to the development of teaching behaviors. Much of this program will be derived from the experience gained from the junior high teacher education project, including the development of an individualized and personalized learning experience for all.

This project has not been extensively promoted outside of the junior high school wherein it is being developed. Over-exposure and speculation by others have killed many fine innovations. The hope is this project can quietly become an ongoing part of one junior high before it is implemented elsewhere.

The hope is that the project will become an ongoing program in the Corvallis Junior high schools through successful experience at the initial school. The first field director of the project was the junior high principal who was on leave to work out a doctoral program in education. He has returned to his school and has a firm commitment to the project. Project

staff plan to initiate a placement type service for OSU students who complete the project. They will contact all Oregon junior high principals, inform them regarding this special preparation program for developing junior high school teachers and facilitate their access to our trainees.

Evaluation

At the present time, evaluation of the project occurs in various modes To fulfill obligations to the Educational Coordinating Council of the Oregon Board of Education, the administrators of the program must submit three or four progress reports. Two Doctoral dissertations are presently being written and will be used for this purpose. These dissertations will be made available by May of 1972. In addition, a progress report has been submitted to the Oregon Association of Secondary School Administrators for spring publication by the OSU project director. This report will be available in the Spring Issue of the OASSA Bulletin.

All of the OSU students keep journals on their experiences in the program which are used to assess the growth and development of students' abilities. The information received from these journals is reinforced by the evaluation made at the end of each quarter. In this evaluation, OSU students, teachers, principals, junior high school students, and all other involved personnel are presented with a list of the program objectives and are asked to evaluate their experience with the program in those terms. Dissemination for the program is purposely scant because the members of the project feel that too much publicity can be detrimental to the success of a program. When the program has been in successful operation for a long enough

period to operate at a self-substaining level, it will be better publicized. Other than the dissertations and other evaluatory measures mentioned, no materials will be published for public use in the near future.

Dissertation Research of Project

An assessment of the change in the learning environment of junior high students whose teachers are participating in this field-centered teacher education program will be the focus of one dissertation. The assessment will be made in terms of how the students see their teachers with respect to: (1) their mode of instruction, (2) authority and control, (3) interpersonal relations, and (4) class structure and climate. A comparison will be made between the experimental group and the control group on the basis of their responses to the School Sentiment Index (appendix A).

A number of subordinate problems will be viewed as a partial answer to the major thesis. For example, a comparison will be made of: (1) student's sentiment toward learning, (2) student's sentiment toward school, (3) the student's relations with their peers, (4) the achievement of the two groups, as measured by standardized tests, and (5) grades received by the students.

In order to support or refute the basic premise of this research, namely that the use of Oregon State University Students in the classroom is not detrimental to the learning environment of junior high school boys and girls, the above queries have been formulated into the following hypothesis. Specifically the study will test the following hypothesis with a criteria of .05 significance.

1. The experimental group will have a significantly more positive attitude toward the teacher's mode of instruction.

2. The experimental group will have a significantly more positive attitude toward the teacher's authority and control in the classroom.
3. The experimental group will have a significantly more positive attitude toward the teacher's interpersonal relations.
4. The experimental group will have a significantly more positive attitude toward the classes social structure and climate.
5. The experimental group will have a significantly more positive sentiment toward learning.
6. The experimental group will have a significantly more positive sentiment toward school.
7. The experimental group will have a significantly more positive sentiment toward their classmates.
8. The experimental group will not differ significantly from the control group in terms of teacher's grades.
9. The experimental group will not differ significantly from the control group in terms of achievement as measured by the Iowa Test of Basic Skills.

A second dissertation will focus on an assessment of changes in self-actualization as influenced by this field centered undergraduate teacher preparation program.

The problem of the study will be to determine whether undergraduate teacher education students (the experimentals) participating in an individualized field centered pre-student teaching teacher education program will demonstrate a significant change in self-actualization when compared with

similarly enrolled students (the controls) who are not participating in the above program.

This investigation is designed to test the following hypotheses:

1. There will be a more significant change in self-actualization as measured by the POI in the experimental group than there will be in the control groups.

2. There will be a more significant change in growth toward self-actualization in the experimental group than there will be in the control groups.

FUTURE PROJECTIONS OF PROJECT

The projection of the element for the next two to three years includes the extension of the project into all the Corvallis junior high schools.

In addition, the present OSU class scheduling procedures are a problem which the project hopes to overcome in the next year. Students presently are unable to set aside specific blocks of time during the week to work with the junior high students. This traditional single unit scheduling also persists somewhat within the junior high school framework of the Corvallis Schools and needs to be modified to provide easier access to junior high school students. The pre-professional committee of the OSU School of Education has drawn up a proposal calling for block scheduling in which additional classroom theories and practices may be provided the students, especially freshmen and sophomores preparing to become teachers.

Development of a coordinating liaison committee for the project to help further lines of communication is anticipated. This group will include junior high school parents, students, and project personnel. The communication aspect of the project is extremely vital to the proper functioning, continuation, and growth of the project.

Also, activities with parents of junior high school students will be initiated. Often parents only drive by the school and never get inside the building to experience (through sight, feeling, hearing, talking) what is actually taking place in the school. These parents tend to form inaccurate judgments and opinions about education often leading to condemnation rather than to a valid appraisal of its qualities. Therefore, the project hopes to actively and intelligently involve parents in the educational structure and functioning of the junior high school.

APPENDICES

APPENDIX A

Tutor's Written Comments, Evaluation and Criticism

1. a. I feel that the experience has been an extremely rewarding one for me - it gave me a chance to work with the kids in a classroom situation and I began to realize what it's all about! Also because of the chance to work with the kids - I found that I'm in the wrong place and I'm switching to elementary ed.

   b. The only fault with the program is that in the future there should be every subject represented, teacher-wise, I mean, so that you have a chance to be in your own familiar classroom situation. Otherwise - everything was great including the seminars which were a great help in discussing problems or just good things that happened at Western View.

2. a. This experience has given me an excellent idea of what a career as a teacher in my subject area. I have been able to see what kinds of responsibilities a teacher has and what kinds of satisfactions come from the job.

   b. I have been able to apply some of the techniques I have learned. We have been given as much freedom as we need to do what we want. And we've been given many opportunities to learn. The program is an excellent example of a project that should have been years ago.

3. This program has been a great experience! I have had my eyes opened to what teaching really is. I have seen many things I didn't like about the way teachers operate, and many more things that I thought were wonderful. Most important, I got to know "kids" and began to understand many of the reasons why young people act as they do - why they dislike school (if they do) and I began to realize what some of the learning problems are. I am not so sure I am in the right major area of concentration although I still want very much to teach. I got really bored at times and felt like I was wasting my time but perhaps that was because I didn't get placed where I had interests and was only able to get there at the end of the term.

4. I can truthfully say that my experiences at Western View have been intensely rewarding. Through observing, helping and being responsible for portions of the teaching, I feel that I have become sharply and vividly aware of the profound problems I will soon be facing and my responsibilities toward the facilitation of significant learning.

5. I really like the whole program, but I wish we could get more credit; I'd almost rather have the hours than the money, considering how much time I'll be spending at it next term. I hope next term will be a little more valuable; a lot of time was wasted.

6. I thought it was great. It was an experience that will help me later. I think it would be better if we could have started earlier in the term. It changed my perspective on teaching and gave me a chance to meet and talk with kids which will later help me when I am teaching. I enjoyed the program very much and am looking forward to next term.

7. a. Somedays I enjoyed it very much. It was a good experience to watch and talk to junior high age students. One aspect bothered me, however, that is the anti-intellectual aspect of the program. By this, I mean that knowledge was played down in favor of developing correct behavioral patterns.

   b. I didn't really do any tutoring. My teachers had programs that did not allow for outsiders to come in and work with the students.

8. a. overall program good
   b. has helped me to relate to others - to communicate
   c. has enabled me to experience a classroom situation
   d. one criticism: goals and duties of tutors wasn't clearly outlined - at first I didn't really know if I was doing what I was supposed to - I guess its just "do your own thing"
   e. <u>really</u> enjoyed the seminars
   f. most <u>significant</u> thing I've learned is that there is nothing I can teach anyone that they couldn't learn on their own. This helps me to put "teaching" in a new perspective. If I'm not important as "one who <u>teaches</u>" then my goals and purposes must lie elsewhere, such as helping people <u>want to learn on their own</u>. This is very important to me - I'm not sure if I've explained it woo well.

9. a. made me take a good hard look at kids of the junior high age and what it takes to make them learn.
   b. gave me a chance to become involved in a whole new atmosphere for learning unrestricted compared to regular junior high.
   c. gave me an opportunity to become personally involved with several kids which I had avoided with kids that age previously
   d. the learning on the part of the tutor was far better than I might have learned just reading and discussing
   e. the seminar was designed to help us understand ourselves as well as aiding us in relating to kids.
   f. the choice of core teachers was excellent

10. a. This was my first experience in the field of education at OSU. I must admit, I was rather lost at the beginning, but now I can see that "being lost" was a part of the whole thing of being a "teacher." I found the seminars of great value after the "newness" and strangeness had diminished. A revision of most of my preconceived ideas on education has occurred and I feel that I have a much better idea of what it is to be a teacher. I was able to get close to other people interested in the same things and talk any problems over. The students I work with, as well as the teachers at the junior high become friends of mine and they regard me in the same way. I Have thoroughly enjoyed this experience, and I want to rejoin the

program my junior year. It has helped me establish certain goals I want to achieve in becoming not just a qualified teacher, but a good,effective one.

b. As for any drawbacks in the program; the program itself is adjustable, and problems almost take care of themselves. I think this is an excellent program and would like to see it continued on a high school level.

11. a. I think this is a good experience since it allows us (ed majors) to have an interchange of ideas between ourselves. Herb's ideas can be used in our classes. George's answers to questions about school were helpful. Good classroom experience at Western View. Took away the jitters and made me feel comfortable in the school (kids never did bother me).

b. Night seminar keeps me at school from 11-5, 7-10 - makes a tiring dog so early in the week. Wish the quiet ones would talk more. Maybe next term?

c. My feelings about this experience is that it's the greatest thing to do before you student teach. It gave me the chance to get acquainted with the class situation I will be facing in the near future. Also I was given the opportunity to express my ways of communicating to the student and learn of his frustrations as well as they may have learned of mine. Not only was this experience helpful, but learning took place for me in the sense of learning new ways of doing things that were easier, than the way I was taught. Who did I learn form? The students as well as the teacher. To me this experience was fun for there was never a dull moment. I would surely recommend anyone who is going into teaching to try this experience first for this way you may see how you stand with the students. I have been able to develop more poise as a probable teacher, gain confidence, grow more in leadership and gain knowledge of current teaching methods.

12. Unpredictable experience - wowwy! I never knew what to expect, but it was an exciting challenge and the most valuable learning experience I have yet had. I learned as I went along from my mistakes, thus feel I have learned more than I could have in a classroom situation. Where I used to dread going to the junior high because of unexpectations and anxieties, I now look forward going and really enjoy the kids. They are really lovely little people and offer so many unique interactions. I've gained confidence and awareness as the experience continued and progressed without so much fear and feelings of inadequacies. I knew later how to improve myself - turning away from the "role" I had previously set up as "ideal." It's really an exciting program!

13. a. I really enjoyed the junior high experience. It was a first for me. There happens to be a quality of fear attached with all first happenings, but fear passes into beauty when old barriers are toppled. The action I was involved in this term made me "wake-up" to many facts. The most important one is this: There are people

out in the schools that are dying - there are kids out in schools who are learning but not as fully as possible. I want to help. I also want to learn.

b. It was a gas! It was the catalysis far more. I want to go on.

14. a. I really did enjoy the tutoring experience this term. However, I felt that the weekly Monday evening seminars were of no value to me. Only one meeting helped and interested me -- the inquiry exercises. These exercises helped me to "discuss" with the kids in the classroom.

b. The experience in the classroom was tremendous! The rapport between the kids (and the teacher) and me was really honest and deep. I feel that I am leaving these kids this term not as a "tutor," but as a friend who accepted them as they are.

15. a. Valuable experience working with students of junior high age, especially for someone who has not done very much with kids before. I wish that I could have had more time to work with students in my field of concentration. I wanted to work with kids on a subject matter level, more for my benefit than for theirs (although hopefully they would have learned something, too.) My objective for myself is to become more organized at planning lessons. I did learn a lot about what kids of this age are thinking, what they believe, what their attitudes and ideas are.

b. The Western View Jr. High program was most beneficial in experiences with the junior high students. My previous education class (contemporary ed) did not help me decide how I felt about education as a career and the class only succeeded in confusing me more - discouraging me from education.

c. I became interested in this program because it was not a traditional or conventional textbook education class. The experience of "studying" through experience working with students in the classroom situation was more valuable than any book I could have read. I'm still not decided as to whether education will be my career but I know at least that it could be . . . .

d. What was most rewarding was getting to know the students, to be able to sense their problems and to encourage them to question, to talk to them and learn more about them to find interests in common, etc.

e. In working with 7th graders and observing 9th graders it was interesting to sense and observe the differences between the students of two years difference.

16. a. The format of bringing up problems in the seminar was helpful in addition to my opportunity to rap with my cooperating teacher. Good feedback opportunities! The idea of tutoring in the public school is the most meaningful experience I have had at college. I can't imagine any other way to learn to relate with kids.

b. One problem: the students should have involved themselves more deeply in the seminar activities. Probably meetings didn't last long enough in number of sessions; plus the problem of the poor time of day at which meetings were held. In view of my personal objectives, I feel successful in that I feel at least moderately confident in relating with kids.

c. The two individuals did a fine job running the tutoring project. They were involved and showed great interest in the individual. It is good to have someone to talk things over with. A release of this type is a necessity with a field course of this variety.

17. a. This experience was all together good as far as I'm concerned. It far exceeded my expectations as to the amount of actual work with an entire class. I'm really glad that I was able to work with subject matter (a separate field really) from the one I'd originally thought of. Though I will go on to teach in the subject of my original choice, I had the opportunity to learn the teaching method of another field. I'll be more aware now of what's going on in other types of classes. I think if possible students in the tutoring stage of this program should be encouraged to work in a field other than their own.

b. I had the added good fortune of working not only with a teacher (who was very much of "the old school") but also with a student teacher who was very "liberal." Working with students myself, I found that I was combining traits of each, and developing some of my own, too.

c. I learned not only to identify and relate to the students while working with them but also learned such practical things as working the ditto machine and the opaque projector. I learned how involved and time consuming correcting papers can be. I enjoyed preparing work sheets and bulletin boards too.

d. This experience has really been a good start in my teaching experience. I feel that I really am getting more from my times over at the junior high because I have had previous experience with kids outside of my major area, in Chemawa and the Big Sister Program.

e. I really feel at home in the home ec dept. I am having fun and I'm learning too. Kids are really friendly and trusting. Maybe next term I'll be better able to express myself.

18. For me, this class has been a really neat experience. I has opened the door to what teaching will probably be like for me. I was not too keen on teaching at the beginning of the term, but now I'm pretty enthusiastic. (Hope it lasts.) The seminars were pretty valuable. I wish there'd been more time to discuss our tutoring problems and general experiences. The inquiry exercises and the sensitivity sessions were valuable, thought-provoking, disturbing, should have had more of them.

19. a. Exciting, beneficial; I feel fortunate to be a part of this project. I've found out many things about myself in terms of how I react to different types of students. I always thought I could handle any type of student but maybe I can't. I never thought I would be at a loss when dealing with the above average "genius" student but when I was confronted with this type of student I went blank! Knowing that he knows much more than I do and he also knows it, is most unnerving! I've especially enjoyed working with two distinctively different types of teachers. One male, one female, one "teacher oriented". One extremely structured, the other much less so. I had an opportunity to observe a class of 9th graders, realized how different they are from 7th graders - also observed how the teacher must approach them differently than would a 7th grade teacher to 7th graders.

b. The Monday night sessions have been interesting, perhaps they could have been more beneficial but this being the first of its kind, some constructive changes can be made. All in all I really have enjoyed the entire experience. Sorry I couldn't get into my own area, but have gained much from being involved in an area outside my own. Perhaps this should be encouraged for all students to at least observe some area outside their own.

APPENDIX B

Participating Teacher's Written Comments, Evaluation and Criticism

1. a. For myself, I often wondered what I could have done to use the tutors more effectively and given them the broadest possible exposure to classroom situations. When I felt I was being least helpful, I often found the students (tutors) remarking about the experience being valuable. It was time-consuming plan for the tutors and I often wondered if my plans were worthwhile. I enjoyed working with the tutors. With this experience, I hope to be able to improve the tutor's experiences next quarter. I would like to have more opportunities to visit with the tutors and exchange ideas. Time available was too limited this quarter.

   b. For the program, I appreciated the sharing of tapes, etc. to give new ideas. The discussions were often quite thought-provoking. I was really looking for more suggestions and techniques for improving my work with the tutors. Now that we are not groping in quite such a sea of darkness, I hope next quarter will find us sharing specific ideas for making this program fulfill its potential. I'm sure I will be needing all the help I can get next quarter to use to the best advantage all 3 levels of teacher "aides".

2. a. I feel I have adjusted and cooperated with the program to some extent. I really haven't put myself out too much though, and the tutor did take some of the burden from me.

   b. I didn't spend nearly the time planning with the tutor that I would have liked to mainly because the tutor wasn't there.

   c. My contribution to the program was mainly, if I'm honest, letting a student come into the classroom - observe me and help me to a limited extent. The help came mainly working with individual kids.

   d. As for how much I participated in class - I've been here and listened agreed and disagreed but have not done anything extra.

3. a. As a core teacher, I feel I have developed much during this term in learning to work with the college tutors. It has made me take a more realistic look at myself and my teaching methods. I am not one to ever really be satisfied with the way I teach a unit. There is generally a better way for the next time. I hope I communicated this to the six girls I worked with during the term - the lesson may be good, but there is probably another way to do it.

b. We spent much time together during the term because the tutors all were around for my conference period at least once a week. This gave us time to discuss what and why I did things as I did in class, why students behaved as they did, and what can be done to make the course more beneficial for students. We discussed methods and had hoped to start working on learning packages, but time ran out. Next term for sure. We did get to discuss new program changes for next year and the advantages and disadvantages of it as well as the old program.

c. Great term for teacher growth and for greater understanding of students.

4. a. Self evaluation: I have experienced in this class,an awakening in the areas of 'learning theories', 'education psychology' and 'human growth and behavior'. Specifically, this awakening has caused me to read more thoroughly in areas previously scratched with much greater depth of meaning. Some of these have been Bloom et.al. "Affective Domaine" "Cognitive Domaine" - selections from Bruner, Carol Rogers, Welch and others. It has been most gratifying, personally, to note the general change of attitude within myself re- "theory of learning".

b. Class evaluation: At times I had the feeling, the group was groping for expression of general subject-area information or cognitions. As the classes progressed, and more reading was done relative to functional problems, their causes, results, and general tenor; I felt that much interaction took place based upon expression of individual's study, thought, and alternative solutions to existing problems. I, really believe, that every participant in this class is presently a much stronger teacher than he was at the beginning.

5. a. Self-evaluation: I have gained a great deal from this program - I am still growing - I am looking forward to continuing in the program.

b. Class evaluation: As one of the students said the problems are working themselves out. This will continue as long as we keep open. This idea of "keeping open" is one of the most important concepts I have had reinforced in this class.

c. I have learned that I am not as far away from some of the other teachers in the group as I thought.

d. I think that this is the way teacher training must go and that it needs to be carried further! I also feel that I have grown from having the tutors around - they tend to keep one on the ball!

6. a. Due to the unstructured beginning of this type of course, I found people going in many directions. I honestly feel now, that this was necessary to reach the point we are at. We should not be able to get into interaction, supervision, methods, etc.

b. I personally feel that I have received quite a bit from the course, through interaction with Dr. Wood, Strowbridge, Herb, George and the individual teachers involved. It is difficult to say where this type of course starts, begins, ends, or whatever in regards to the toral day or weeks that have gone by.

7. a. I don't feel that I have put much into the class - maybe it is the Monday afternoon syndrome. I'm not sure we are dead ahead on our subject - that of making full use of tutors and assistants. I feel this and yet I don't seem to know what to do to keep us on this area so it is mutually helpful to all people concerned.

b. I think we have come quite a way since the beginning. I believe the class and the program of exposing prospective teachers to public school pupils have achieved the goals set up at this stage.

8. a. Self-evaluation: I have been involved with the tutors and have found working with them interesting and exciting as well as discouraging at the time. I feel I've given a great deal of myself and my time to this part of the program. I've gotten a great deal from it also!

b. Seminar: The seminar has been a disappointment. I've been so bored. Perhaps, Herb, if you could continue, as the past two sessions - feeling for more of the group's desires in direction and following them.

c. Suggestions for tutoring program: Careful scheduling with maximum at one time with teacher. (four has been too many at one time - better one or two.

9. a. Self-evaluation: I feel that my early efforts with tutors were not too worthwhile, but as time passed I was able, with the help of tutors, to discover ways to use their time better. Often this caused me to change my teaching methods for the better. I did find it difficult to work with tutors who were quiet and offered little suggestions. I hope I can improve here.

b. Course evaluation: I feel that the course never did get to the heart of what ever matter it was aimed. We did accomplish many unrelated things, but also wasted far too much time in useless argument. I think the main reason was the fact that it took Herb awhile to understand the group. Also the group was not too vocal about our desires.

10. a. I have grown as a teacher this fall. I feel a good deal of this growth has been "forced" from me through working with tutors, and through the class I was in at OCE (basic skills). The immense help I have received from the tutors has enabled me to spend more time with individual students - This and the personal help from the tutors, I feel, has greatly aided the students too.

b. Sometimes I worry that I haven't given the tutors enough help and guidance. I guess I need more experience in this area - or maybe guidelines as to how much structure college students need.

c. Seminar evaluation: I'm very disappointed in our Monday night classes. At times they seem to be nothing more than an extra faculty meeting - I'm not passing the responsibility; I'm as much responsible for this as anyone. Maybe next term if we do some work on "interaction analysis" and learning packets, we will be able to make better use of our time.

11. a. I've only been sitting in on this group for a couple of times. I was drawn here because of discussions with various friends of mine in the group who are concerned with some of the same problems in education and relationships among people that I am. Frankly, I avoided getting involved with the program at first because I was concerned that I not be used. (This happened once in a similar program in this district).

b. Have enjoyed the sessions I've been in and hope to sit in the future. Maybe even get more involved if I can be of help to someone. I'm concerned that I not be portrayed to any neophyte teacher as an end all teacher. By this I mean as a "master" teacher whom they should emulate. I'm encouraged that this is <u>not</u> the direction which this program is taking.

12. a. The discussions, particularly - <u>and</u> two tapes of Combs were stimulating. Sometimes the discussion seemed divisive and futile, because (1) some people just don't want to think and (2) some things threatened individuals.

b. I can never evaluate a learning experience, except in retrospect; nor I suspect can others. So, this paper means little.

c. Working with "tutors" was personally rewarding. It was more work, more worry. But, I believe it is the direction teacher training must take. More experience will increase our effectiveness as trainers. It will also, undoubtedly, make this course more directly meaningful.

APPENDIX C
Tutors Fall Quarter 1970

Trainee	Ed courses from which Entered	Training Teacher	W V Periods	days	Total per wk	Seminar Day
Bruck, Fran	430	Pedersen	HR 1 2 3 5 6 7	M T	7	M
Conway, Susan	310k	Adolphson	HR 1 2 3 4 5 BK	M Th	6	Th
Coussens, Dee A.	430	Pedersen	5 BK 6 7	T,Th	7	M
Croft, Deanna	310k	Charpilloz	4 5	T,Th	4	Th
Crowson, Janice	310	Wood	4 5	T,Th	4	Th
DeWitt, Niki	310	Charpilloz	HR 1 HR 1 2	M,T Th	5	Th
Davis, Bill	430	Whitney	4 5 BK 6 4 5 BK 6 7	M T	8	M
Galvez, Jami	310k	Charpilloz	5 6 HR	T,Th	5	M
Graden, Jan	310k	Hammond	4 5	MWF	6	M
Harper, Myrna	310k	Charpilloz Grieve	HR 1 2 3	T,Th	7	M
Hartness, Alice	310	Pedersen	BK 6 7 HR 1 2 3 4 L	M F	7	Th
Heinz, Sharon	430	Pedersen	5 6 BK	T,Th	5	M
Jespersen, Bob	430	Jaquith	5 BK 6 7 HR 1 2 3	T,Th F	7	Th
Johnson, Erik	430	Larson Young Hall McLain	5 6 Act. Per. 5 BK 6 7	T,Th T,Th T,Th F	9	M
Keith, Teresa	310k	Adolphson	HR 1 2 3	T,Th	7	Th
Knupp, Diana	310k	Jaquith	HR 1 2	T,W,Th	5	M
McGuire, Jim	310k	Wood	1 2 2	M W,Th,F	5	M
Lee, Linda	430	Pedersen	HR 1 2 3	M,W	7	M

Mullbock,Morta	310					Th
Ormsby,Rosemary	430	Grieve	5 BK 6 7	T,Th	7	M
Petersen, Gary	430	Hammond Baldwin	3 L 4 5 2	T W,F	5	M
Reif, Jo Ellen	310	Adolphson	HR 1 2 3	T,Th	6	Th
Renwick, Lois	310	Lopon Whitney	4 5 5 6 7	T Th	6	M
Revis, Linda	310	Grieve	2	M,W,Th, F	4	Th
Rogers, Sally	310	Wood	2 3 also wks the lunch hr.	T,Th	5	Th
Rosenbaum, Eva	430	Pedersen	5 6 7	T,Th	6	Th
Schuster,Carol	310	Adolphson	HR 1 2 3	T,Th	7	Th
Swan, Susanne	310	Heath Hammond	1 3 2	T,Th T,Th	6	Th
Webb, Billee	430	Wood Charpilloz	2 3 act 2 3	T Th	4	M
Worth,Charlotte	310	Wood	6 7	T,Th	4	M
Thorestead,Steve	430	Heath	1 3	T,Th	4	M

APPENDIX D

Tutors and Teacher Assistants
Winter Quarter 1971

Name	Course from which entered	Seminar Night	Teaching Major
TEACHING ASSISTANTS			
Bruck, Fran	Ed 431	Monday	Home Ec
Croft, Deanna	Ed 431	Monday	English
DeWitt, Nicki	Ed 430,431	Monday	Science
Galvez, Jami	Ed 431	Monday	Art
Harper, Myrna	Ed 431	Monday	Art
Jespersen, Bob	Ed 431	Monday	Music
Jonsson, Erik	Ed 430, 431	Monday	Spanish
Keith, Teresa	Ed 431	Monday	English
Renwick, Lois	Ed 431	Monday	Soc. Science
Swan, Susanne	Ed 431	Monday	
Thorsted, Steven	Ed 431, 310	Monday	Science
TUTORS			
Abbinanti, Phyllis	Ed 310	Wednesday	Biology
Albrecht, Victor		Wednesday	Science
Beck, Betsy	Ed 312	Thursday	English
Belnap, Mike	Ed 310	Wednesday	Science
Bonde, Karen	Ed 310	Wednesday	Art
Bruck, Wayne	Ed 431	Thursday	Agriculture
Bushue, Barry	Ed 310	Thursday	Biology
Chaney, Chris	Ed 310	Thursday	History
Dimock, Nancy	Ed 310	Wednesday	French
Daugherty, Dennis	Ed 310	Thursday	Math
Erstrom, Kathy	Ed 310	Thursday	Soc. Science
Graber, Elizabeth	Ed 430	Wednesday	English
Hamilton, Tom		Thursday	Math
Harris, John	Ed 350, 310	Thursday	Soc. Science
Hoar, Vikki	Ed 310	Wednesday	Soc. Science
Kilcup, Shelley	Ed 310	Thursday	English
King, John	Ed 310	Thursday	Science
Kroese, Russell	Ed 310	Thursday	Math
McDaniel, Kathryn	Ed 430	Thursday	Home Ec
McKenzie, Michael	Ed 310	Thursday	Math
Miller, Margaret	Ed 430	Thursday	Spanish
Nelson, Phil		Thursday	Biology
Niemuth, Nancy	Ed 430	Thursday	Home Ec
Ormsby, Rosemary	Ed 431	Monday	Soc. Science
Pack, Dennis	Ed 310	Wednesday	Science
Reed, Janelle	Ed 430	Thursday	Home Ec

Roberts, Louis		Wednesday	Chemistry
Rogers, Sally	Ed 431	Monday	English
Sander, Paul	Ed 310	Thursday	Math
Schilling, David	Ed 310	Wednesday	Science
Setniker, Joyce	Ed 430	Thursday	Speech
Smud, Paul	Ed 310	Wednesday	Ind. Arts
Stewart, Christine	Ed 430	Thursday	English
Sullivan, Patti		Wednesday	Biology
Swancutt, Laura	Ed 310	Thursday	Soc. Science
Tomlins, Claudia	Ed 310	Thursday	English
Taylor, Shari	Ed 310	Thursday	English
Toloven, Bruce	Ed 310	Thursday	Science
Wallace, Barry	Ed 310	Thursday	Science
Wesley, Evelyn	Ed 310	Wednesday	Health
Wicks, Lance	Ed 310, 430	Thursday	Social Science
Yunker, Judy	Ed 430	Thursday	Home Ec

APPENDIX E

Tutors and Teacher Assistants
Spring Quarter, 1971

Name	Ed Class	Teacher	Seminar
ASSISTANT TEACHERS			
Black, Lynne	312	Pedersen	Wednesday
Albrecht, Victor	431	Hammond	Wednesday
Bushue, Barry	430	Whitney	Wednesday
Jespersen, Robert	405	Jaquith	Wednesday
O'Connor, Linda	312	Pedersen	Wednesday
Pack, Dennis	430	Larson	Wednesday
Smud, Paul	312K & 430	Whitney	Wednesday
Taylor, Shari-Gay	312	Adolphson	Wednesday
Belnap, Mike	312	Heath	Wednesday
TUTORS			
Abbinanti, Phyllis	312	Whitney	Wednesday
Adler, Bill		Adolphson	Monday 7:30
Benson, Kristi	430	Pedersen	Wednesday 7:00
Bjork, Jack	312	Larson	Wednesday 7:00
Bowlsby, Bonnie	430	Jaquith	Monday 7:30
Brazavski, Maryann	312	Adolphson	Monday 7:30
Bruck, Wayne	430	Whitney	
Burch, Myrna	430	Adolphson	Wednesday 7:00
Coffield, Tom	430	Adolphson	Wednesday 7:00
Cox, Candace	312	Larson	Monday 7:30
Cuthbert, Ann	405	Wood	Wednesday 7:00
Dewhurst, JoAnn	430	Adolphson	Wednesday 7:00
Domke, Marilyn	430	Charpilloz	Wednesday
Duff, Alice	310 & 312	Adolphson	Wednesday 7:00
Dunnigan, Shelley	310	Adolphson	Wednesday 7:00
Embree, Carol	312	Pedersen	Wednesday 7:00
Gettig, Jolene	430 & 310	Anderson	Monday 7:30
Gunderson, Debbie	430	Pederson	Monday
Haglund, Becki	430	Adolphson	Wednesday 7:00
Haines, Dianne	430	Larson	Wednesday 7:00
Harper, Myrna	430		
Herndon, Karen	430	Pedersen	Monday 7:30
Hevlin, William	310B	Whitney	Monday 7:30
Jonsson, Erik			
Kroese, Russell	405	Adolphson	Monday 7:30
Lancaster, Gary	310	Adolphson	Wednesday 7:00
Landforce, Dianne	430	Wood	Monday 7:30
Lutz, Cheri	430	Hammond	Wednesday 7:00
McCallie, Patti	430	Baldwin	Wednesday 7:00
McGraw, Wendy	430	Adolphson	
Martin, Gretchen	430 & 310B	Heath	Wednesday 7:00
Miller, Brenda J.	430	Jaquith	Wednesday 7:00
Nelson, Lowell	310K	Grieve	Wednesday 7:00

Paisley, Steve	310K	Adolphson	Monday	
Patterson, Zach	310	Grieve		
Perkins, Norma	430	Adolphson	Wednesday	7:00
Renwick, Lois	430	Adolphson		
Schollureyer, Joyce	310	Adolphson	Monday	7:30
Simons, Linda	310	Wood	Monday	7:30
Smith, Geraldine	310K	Whitney	Wednesday	7:00
Stewart, Christine	431	Adolphson		
Tolonen, Bruce	430	Jaquith, Henderer	Wednesday	
Tomlins, Claudia	430	Adolphson	Monday	7:30
Valburg, Kristin	310	Adolphson	Monday	
Vejil, Emilio	312	Whitney	Monday	7:30
Wasowski, Stanley	310B	Baldwin	Monday	7:30
Welter, Tom	430	Baldwin		
Wicks, Lance	431 & 405	Charpilloz		

APPENDIX F

Project Personnel 1970-71

Dr. K. Goldhammer, Dean of Education, OSU

Dr. C. Kron, Superintendent, Corvallis Public Schools

Dr. C. Wood, Associate Professor of Education, OSU - Project Director

Dr. E. Strowbridge, Association Professor of Education, OSU

M. Markham, Principal, Western View Junior High

L. Adolphson, Western View Junior High Teacher

J. Whitney, Western View Junior High Teacher

G. Hammond, Western View Junior High Teacher

K. Larson, Western View Junior High Teacher

G. Smith, Western View Junior High Teacher

J. Wood, Western View Junior High Teacher

J. Baldwin, Western View Junior High Teacher

G. Heath, Western View Junior High Teacher

M. Pederson, Western View Junior High Teacher

G. Jaquith, Western View Junior High Teacher

I. Charpilloz, Western View Junior High

R. Grieve, Western View Junior High Teacher

G. Coon, OSU staff - Project Field Director

H. Watson, OSU staff - clinical professor

APPENDIX G

Project Personnel 1971-72

Ed McLain	Social Studies
Lauretta Smith	English
Noel Stubbs	Metal Work
George Heath	Science
John Wood	Social Studies
Glenn Jaquith	Vocal Music - Guitar
Jim Baldwin	Math
Lorna Adolphson	Special Ed.
Ray Oelke	Art
Ken Larson	Science
Marlene Pederson	Home Ec.
John Rawlinson	Science
Gwen Hammond	Math
Chuck Henderer	Math
Ruel Walter	Spanish
Mel Andersen	Social Studies
Bert Keltner	English/Speech
Ivan Burkert	Crafts
Jeanne Slack	English
Thelma Beemer	Counselor
Bud Smith	Assistant Principal
George Coon	Principal
Jim Hayden	Project Field Director
Herb Watson	Clinical Professor
Carvel Wood	Project Director